Teacher Readiness Program Course Guide

Course Category Shortcuts:

PROGRAM SUPPORT COURSES

PS101: Introduction to the Teacher Readiness Program

This essential first course sets the stage for success in the Want More Do More (WMDM) Teacher Readiness Program (TRP). Teacher residents will be introduced to the WMDM team and gain a clear understanding of the program's structure, professional expectations, and licensure requirements. The course outlines the sequence of courses and includes an overview of key components such as grading, communication protocols, and program policies.

Through this course, teacher residents will learn how to navigate Canvas, communicate effectively with TRP Advisors, and track their progress toward program completion. A detailed introduction to the edTPA assessment is also provided, helping residents understand how to prepare for this key licensure requirement.

This course requires 2 hours of coursework.

Learning Objectives

Through this course, the teacher resident will be able to:

- Understand the structure and expectations of the TRP, including program policies, grading, and completion requirements.
- Identify the licensure requirements for both the Residency License and the Continuing Professional License in North Carolina.
- Develop foundational knowledge of the edTPA assessment, including its purpose and key components.
- Recognize the roles and responsibilities of TRP staff and know how to access support and guidance throughout the program.

Course Completion Requirement:

- Complete lessons

PS201: edTPA Preparation
An essential requirement of the EPP program is the successful completion of the edTPA assessment. The edTPA is a performance-based assessment divided into three tasks focused on planning, instruction, and assessing student learning.

As teacher residents prepare for the edTPA, they will demonstrate the ability to incorporate a variety of instructional strategies to encourage learners to develop content knowledge and content connections to build skills and knowledge in meaningful ways. In addition, they will demonstrate the ability to plan instruction that draws on content knowledge, curriculum, cross-disciplinary skills, and pedagogy to support every student in meeting rigorous learning goals.

This course prepares teacher residents to internalize the expectations of the edTPA assessment and understand the requirements to successfully complete the assessment in the pursuit of leading students to college and career readiness.

This course requires 6 hours of coursework.

Learning Objectives
Through this course, the teacher resident will be able to:

- Identify and understand the three required tasks of the edTPA assessment.
- Analyze and internalize the edTPA candidate handbook to guide preparation and submission.
- Anticipate and plan for key decision points involved in completing the edTPA process.
- Understand the registration process, submission logistics, and technical requirements for completing the edTPA.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the edTPA Preparation Performance Task

TEACHING ALL LEARNERS COURSES

TAL101: Foundations of Student Culture
Effective teachers understand that strong content knowledge must be paired with a positive and collaborative student culture to create a successful classroom. This course introduces the foundational elements of student culture, emphasizing the importance of establishing clear systems, routines, and procedures. Teacher residents will explore how classroom leadership and consistency build safe, respectful, and engaging learning environments that support all students.

Throughout the course, residents will plan essential routines and learn strategies to set and maintain high behavioral expectations using equitable and least invasive techniques. They will practice delivering clear directions, using positive narration, and responding to unproductive behavior in ways that re-establish norms and invest students in a productive learning community. These teacher moves lay the groundwork for lasting student engagement and a strong classroom culture.

This course requires 10 hours of coursework and 2 hours of performance tasks including a video submission and an instructional commentary.

Learning Objectives

Through this course, the teacher resident will be able to:

- Analyze and implement effective classroom systems, procedures, and routines that support a positive learning environment.
- Establish and maintain high behavioral expectations for all students.
- Explore and apply strategies to motivate students and foster investment in learning.
- Reinforce positive behaviors consistently to promote a focused and productive classroom culture.
- Respond to off-task behavior using clear, respectful corrections and logical consequences.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

TAL201: Differentiated Instruction

Teachers succeed in the classroom when all students are learning and growing. To ensure this success, effective teachers must understand and apply the principles of differentiation—adapting instruction to meet the diverse needs of learners. Differentiation involves intentionally planning for students' individual learning differences, prior knowledge, language development, cultural perspectives, and academic strengths and challenges.

This course introduces teacher residents to the foundations of differentiation and equips them with strategies to design and deliver instruction that supports every learner. Teacher residents will explore how to enhance their differentiation practices through collaboration with key stakeholders, including the Exceptional Children (EC) team, multilingual learner specialists, families, and students themselves. The course emphasizes how to create inclusive learning environments by modifying assignments, structuring lesson plans with flexible options, and implementing supports for students with IEPs, 504 plans, language needs, or giftedness. This course allows educators to better understand how to teach students from diverse cultures and communities to ensure an inclusive learning environment. By the end of this course, teacher

residents will be prepared to implement meaningful, student-centered learning that helps all students thrive.

This course requires 10 hours of coursework and 2 hours of performance tasks including artifact submission and an instructional commentary.

Learning Objectives:
Through this course, the teacher resident will be able to:

- Define and internalize key principles of differentiation to support diverse learning needs.
- Collaborate effectively with colleagues to support students with IEPs, 504 plans, English language learners, and academically or intellectually gifted (AIG) students.
- Evaluate and apply a range of differentiation strategies to enhance instruction and increase student access to content.
- Adapt assignments and assessments to meet the individual needs of exceptional learners.
- Partner with specialists and families to create inclusive learning environments that promote student success.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

CURRICULUM COURSES

C101: Planning and Internalizing Lessons
In order to teach effective lessons, teachers must proactively plan with clear learning goals in mind. Lesson planning allows teachers to think through every aspect of instruction ahead of time, ensuring that class time is used to support accurate practice, deep understanding, and meaningful student learning.

Grounded in the Understanding by Design framework, this course emphasizes the importance of backward planning—starting with the end goals and designing lessons that lead students toward mastery. Teacher residents will develop the skills to craft unit plans, lesson plans, internalization protocols, and daily lessons aligned to standards and long-term learning outcomes, ensuring students are on track for college and career readiness. Residents will learn how to script detailed lessons, internalize and adapt existing plans, and create or modify student-facing materials that are both rigorous and engaging. The course also explores how to design purposeful homework and ensure every component of the lesson supports the intended learning objectives.

This course requires 10 hours of coursework and 2 hours of performance tasks, including submitting artifacts and an instructional commentary.

Learning Objectives:
Through this course, the teacher resident will be able to:

- Understand and internalize the Understanding by Design (UbD) framework for backwards planning.
- Apply the principles of backwards planning to design cohesive and standards-aligned unit plans.
- Develop student-facing materials that clearly align with unit objectives and support student learning.
- Create and internalize teacher-facing materials that guide effective lesson execution.
- Understand and apply key expectations for formatting and saving instructional materials to ensure clarity and consistency.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

C201: Assessments and Grades
Effective assessment is at the heart of strong instruction. Assessments help teachers understand what students know and can do, identify gaps in learning, and make informed decisions about next steps. This course equips teacher residents with the knowledge and tools to design meaningful assessments that are aligned to standards and reflect the appropriate level of rigor. Residents will explore how assessments drive instruction and support student growth toward college and career readiness.

Teacher residents will learn the differences between formative and summative assessments and how each serves a specific purpose. Formative assessments—such as exit tickets, student work checks, and in-class questioning—provide ongoing feedback that helps teachers adjust instruction in real time. Summative assessments—such as end-of-unit tests, performance tasks, and final projects—evaluate cumulative learning and help determine whether students have mastered key objectives. Throughout the course, residents will learn to use both types of assessments effectively to guide planning and instruction.

While assessments provide the data, grades communicate progress. This course also helps residents develop grading practices that are accurate, equitable, and reflective of both student effort and mastery. Residents will create a proactive grading plan that incorporates a range of student work, communicates clear expectations, and supports student reflection.

This course requires 8 hours of coursework and 2 hours of performance tasks, including submitting artifacts and an instructional commentary.

Learning Objectives:
Through this course, the teacher resident will be able to:

- Design standards-aligned assessments that appropriately measure both content knowledge and skill development, using a variety of formats such as quizzes, performance tasks, and writing assessments.

- Differentiate between formative and summative assessments and apply each effectively to monitor student progress and inform instructional decisions.
- Develop a proactive and balanced grading plan that accurately reflects both student mastery and effort, and clearly communicates progress to students and families.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

C301: Elementary Literacy

A strong foundation in literacy is essential for ensuring that young learners are on a path toward academic success. Research from the Science of Reading - a comprehensive body of evidence from cognitive science, neuroscience, and education - has made it clear that reading is not a natural process but one that must be explicitly taught. This course emphasizes the critical components of literacy instruction grounded in the Science of Reading: phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension, and writing.

Effective classroom leaders prioritize literacy and ensure that every student has access to and can engage meaningfully with grade-level texts. This course is specifically designed for teacher residents in the elementary school pathway and will provide the knowledge, strategies, and tools needed to teach reading and writing effectively. Participants will learn how to apply the Science of Reading to real-world instruction, ensuring that every child develops the literacy skills necessary for long-term academic success.

Throughout the course, participants will engage in aligning instruction with standards, as well as planning, pacing, and delivering high-quality literacy lessons. The course will also emphasize the use of evidence-based instructional routines to support diverse learners, including those who experience difficulty in learning to read. In addition, participants will explore how to integrate writing instruction into a comprehensive literacy approach, strengthening students' overall communication skills.

This course requires 10 hours of coursework and 2 hours of performance tasks, including submitting artifacts and an instructional commentary.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Explain the core components of the Science of Reading and their role in effective literacy instruction.
- Plan and teach standards-aligned lessons
- Apply evidence-based routines to support all learners in developing foundational reading skills.
- Incorporate writing instruction to enhance literacy and content understanding.

- Reflect on teaching practices through analysis of student work and instructional artifacts.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

C302: Elementary Mathematics

A deep foundation in mathematics is essential for young learners to achieve long-term academic success. Early mathematics instruction must go beyond rote procedures to help students develop a strong conceptual understanding of numbers, operations, and problem-solving strategies. Foundational concepts include understanding what numbers represent, how operations work, interpreting and solving word problems, and exploring multiple strategies for solving mathematical tasks.

Effective classroom teachers cultivate this understanding by designing math experiences that are hands-on, cognitively demanding, and aligned to standards. This course is designed to prepare teacher residents in the elementary pathway with the knowledge, skills, and instructional strategies needed to teach mathematics with conceptual clarity and purpose. Emphasis will be placed on how to teach core mathematical ideas, support mathematical reasoning, and promote student thinking through purposeful questioning, visual representations, and discourse.

In addition, participants will explore vertical alignment to understand how mathematical concepts build across grade levels and how to ensure students are on a pathway toward college and career readiness. Residents will learn to recognize and address common misconceptions, differentiate instruction for diverse learners, and create learning environments that value productive struggle and multiple solution paths.

This course requires 10 hours of coursework and 2 hours of performance tasks, including submitting artifacts and an instructional commentary.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Explain and model key mathematical concepts in ways that promote deep conceptual understanding in elementary students.
- Design and deliver standards-aligned math lessons
- Support student reasoning and problem-solving through the use of multiple strategies, representations, and discourse.
- Analyze the vertical progression of mathematical concepts to ensure instruction builds toward long-term learning goals.

- Apply strategies to identify and address misconceptions while differentiating instruction to meet diverse student needs.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

C303: Developing Standards-Based Curriculum

This course is divided into several sections based on the content that is taught by the teacher resident. The sections of the course are described below, each teacher resident in the secondary pathway is required to take one section.

C303a: Developing Standards-Based Curriculum for Secondary ELA

Effective English Language Arts (ELA) instruction in middle and high school requires a deep understanding of content standards and how to translate them into purposeful, skill-based instruction. ELA standards outline key expectations to ensure students develop the reading, writing, and analytical skills essential for college and career readiness.

This course prepares teacher residents in the middle grades and secondary ELA pathway to internalize and apply the standards when designing instruction that builds critical literacy skills. Participants will learn to create aligned curriculum components—including the scope and sequence, unit plans, daily lessons, and assessments—that support student mastery of essential skills such as summarizing texts, identifying main ideas at the paragraph and full-text level, using textual evidence to support responses, determining word meaning through context clues, and analyzing an author's purpose.

Emphasis will be placed on culturally responsive curriculum design, rigorous text selection, and assessment practices that promote deep comprehension, engagement, and equity for all learners.

This course requires 10 hours of coursework and 2 hours of performance tasks, including submitting artifacts and an instructional commentary.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Analyze and internalize ELA standards to support middle and high school instruction.
- Design standards-aligned units and lessons that teach students to summarize texts, identify main ideas, and determine author's purpose.
- Develop instructional strategies that support students in citing textual evidence and using context clues to determine word meaning.
- Create aligned assessments that measure students' ability to analyze and comprehend grade-level texts.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

C303b: Developing Standards-Based Curriculum for Secondary Mathematics

A strong understanding of math standards is essential for delivering effective and equitable mathematics instruction in middle and high school. Standards define the content and practices students must master to build deep mathematical understanding and prepare for college and career readiness.

This course supports teacher residents in the middle grades and secondary mathematics pathway in interpreting and applying the standards to design meaningful, standards-aligned instruction. Participants will learn how to develop scope and sequence documents, unit plans, daily lessons, and assessments that promote conceptual understanding, procedural fluency, and problem-solving. Emphasis will also be placed on incorporating mathematical literacy skills, including analyzing word problems, interpreting context, and communicating mathematical reasoning.

This course requires 10 hours of coursework and 2 hours of performance tasks, including submitting artifacts and an instructional commentary.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Interpret and internalize standards for the assigned mathematics teaching specialty.
- Design standards-aligned units and assessments that develop students' conceptual understanding, fluency, and problem-solving skills.
- Utilize state resources and curriculum tools to plan coherent and aligned mathematics instruction.
- Integrate mathematical literacy skills into instruction, including summarizing problems, identifying main ideas, using context clues, and explaining reasoning with evidence.
- Demonstrate appropriate content knowledge in the assigned mathematics subject area to support effective and accurate instruction.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

C303c: Developing Standards-Based Curriculum for Secondary Science

High-quality science instruction prepares students to ask questions, solve problems, and think critically about the world around them. Science standards, grounded in national frameworks, integrate three essential dimensions of science learning: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. These dimensions help students build a

deep and connected understanding of scientific phenomena and support their readiness for college, careers, and civic life.

This course supports teacher residents in the middle grades and secondary science pathway as they learn to navigate, internalize, and apply the science standards in their instructional planning. Participants will engage with the structure of the standards to design coherent scope and sequence documents, unit plans, and assessments that promote inquiry, scientific reasoning, and real-world application. Emphasis will be placed on designing instruction that integrates content knowledge with the practices of scientists and engineers, and unifying ideas across disciplines.

The course includes opportunities to analyze phenomena-driven instruction, align formative and summative assessments to three-dimensional learning, and reflect on instructional choices that support equitable access to rigorous science education.

This course requires 10 hours of coursework and 2 hours of performance tasks, including submitting artifacts and an instructional commentary.

Learning Objectives:
Through this course, the teacher resident will be able to:

- Interpret and apply standards, including SEPs, CCCs, and DCIs, to plan instruction aligned with three-dimensional learning.
- Design standards-aligned units and assessments that promote scientific inquiry, conceptual understanding, and real-world problem solving.
- Utilize DPI and national resources to support planning, content alignment, and instructional coherence across grade levels.
- Integrate scientific literacy skills by engaging students in analyzing data, using evidence to support claims, and constructing scientific explanations.
- Demonstrate content knowledge and pedagogical strategies to effectively teach core science concepts and practices in the assigned discipline.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

C303d: Developing Standards-Based Curriculum for Secondary Social Studies
Social studies education empowers students to think critically, evaluate evidence, and understand the complexities of history, geography, civics, and economics. Social studies standards emphasize the development of disciplinary thinking skills—such as sourcing, contextualization, comparison, causation, and argumentation—as essential for student success in secondary classrooms.

This course supports teacher residents in the middle grades and secondary social studies pathway in interpreting and applying the standards to create rigorous, inquiry-based curriculum. Residents will learn how to design standards-aligned scope and sequence documents, unit plans, lessons, and assessments that promote historical thinking, civic literacy, and engagement with primary and secondary sources.

Emphasis will be placed on integrating disciplinary literacy skills such as analyzing documents, identifying claims and evidence, understanding point of view, and writing argumentative and explanatory texts grounded in historical content. Residents will also explore curriculum planning that prepares students for success in state standards.

This course requires 10 hours of coursework and 2 hours of performance tasks, including submitting artifacts and an instructional commentary.

Learning Objectives:
Through this course, the teacher resident will be able to:

- Interpret and internalize standards, including strands of history, geography, civics, and economics.
- Design standards-aligned curriculum and assessments that develop students' historical thinking and disciplinary literacy skills.
- Incorporate AP-style reasoning skills, including sourcing, contextualization, comparison, and evidence-based writing, into unit and lesson planning.
- Utilize DPI and College Board resources to align planning with standards and expectations for secondary social studies instruction.
- Demonstrate content knowledge and instructional strategies to support diverse learners in analyzing sources, constructing arguments, and engaging with key social studies concepts.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

INSTRUCTION COURSES

I101: Foundations of Rigor
Teachers are best positioned to support student learning when they consistently check for understanding and hold students accountable for academic thinking. This course equips teacher residents with the skills to craft purposeful questions, engage all students in academic discourse, and use strategic techniques that ensure every student participates meaningfully in the learning process. By integrating checks for understanding throughout a lesson—such as targeted questioning, cold call, and show call—teachers can gather real-time data on student learning and adjust instruction accordingly.

In addition, residents will learn techniques to maintain high academic expectations through methods such as no opt out, right is right, stretch it, and format matters. These strategies reinforce rigorous thinking and ensure that students are held to a high standard of accuracy and precision. The course also emphasizes building student thinking ratio through questioning, writing, and discussion—ensuring students do the cognitive heavy lifting. By planning intentionally and aligning lesson components to conceptual understanding, residents will be able to drive engagement, facilitate deeper learning, and support mastery for all students.

This course requires 10 hours of coursework and 2 hours of performance tasks including a video submission and an instructional commentary.

Learning Objectives

- Design and implement effective checks for understanding using techniques such as cold call, show call, and targeted questioning.
- Apply strategies like no opt out, right is right, stretch it, and format matters to maintain high academic expectations and promote student accountability.
- Craft and sequence higher-order thinking questions that promote critical thinking and support conceptual understanding.
- Increase student thinking ratio by integrating structured opportunities for academic writing throughout a lesson.
- Facilitate purposeful academic discussions that promote student voice, deepen understanding, and build classroom discourse routines.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

I201: Data-Driven Instruction

Using data to drive instruction is a powerful strategy that allows teachers to identify student misconceptions, provide timely feedback, and make informed decisions that move students toward mastery. Whether gathered through observations, student discussions, or analysis of student work, data offers valuable insight into how students are progressing and what support they need. Effective data use requires thoughtful planning, consistent monitoring, and the ability to adjust instruction in the moment.

This course equips teacher residents with the tools and techniques to collect and respond to academic data in meaningful ways. Residents will learn how to select high-leverage tasks aligned to learning objectives, anticipate common misconceptions, and plan for feedback at the point of error. They will also learn how to spiral content intentionally and use academic monitoring to support all students in building long-term mastery. In addition, the course explores

how data can engage students in rigorous content and foster ownership of their learning by tracking their own growth.

This course requires 10 hours of coursework and 2 hours of performance tasks including a DDI portfolio and an instructional commentary.

Learning Objectives

- Identify key moments within a lesson to collect meaningful data through observation, questioning, and student work analysis.
- Design and implement a system for spiraling content to reinforce learning and inform ongoing instructional decisions.
- Apply academic monitoring techniques, including planning for exemplar responses and addressing misconceptions in real time.
- Use student data to provide targeted feedback that promotes conceptual understanding and skill accuracy.
- Engage students in using data to track their own progress and increase investment in their learning journey.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

I301: Technology in the Classroom

In today's classrooms, effective integration of technology is essential for preparing students to be successful, adaptable, and digitally literate 21st-century learners. Simply adding devices or apps is not enough—technology must be intentionally planned and strategically embedded into instruction to enhance learning, support academic goals, and promote student engagement.

This course equips teacher residents with the skills to thoughtfully integrate technology in ways that support content mastery and develop essential college and career readiness skills. Residents will learn to evaluate when and how to use technology to support instruction, build systems to ensure purposeful use, and create opportunities for students to collaborate, create, and demonstrate their learning digitally. In addition, the course explores how technology can be leveraged to collect, analyze, and respond to student data, allowing teachers to make informed instructional decisions.

This course requires 8 hours of coursework and 2 hours of performance tasks including a technology plan.

Learning Objectives

- Determine appropriate moments to integrate technology in a lesson to enhance student understanding and engagement.
- Design systems for managing and monitoring technology use to ensure it supports learning objectives and classroom routines.
- Use digital tools to collect, analyze, and respond to student data in real time to inform instruction.
- Create opportunities for students to use technology to demonstrate learning through collaboration, creation, and digital submission.
- Articulate the role of technology, including AI, in developing 21st-century skills that support college and career readiness.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

SCHOOL SYSTEM COURSES

SS101: Foundations of Professionalism

Effective educators contribute to a positive school culture by demonstrating professionalism, ethical conduct, and a shared commitment to student success. Foundations of Professionalism introduces teacher residents to the essential mindsets, habits, and expectations that guide professional behavior in schools. Through this course, residents will explore how professional actions shape classroom culture, foster collaboration, and reflect a commitment to equity and collective responsibility.

Teacher residents will engage in activities that support time management, communication, collaboration, and ongoing professional growth. They will also learn how to navigate relationships with colleagues, families, and school leaders in ways that build trust and mutual respect. A central focus of the course is understanding and applying the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct to real-world situations.

This course includes 9 hours of coursework and a 1-hour assessment on the Code of Ethics for North Carolina Teachers.

Learning Objectives

Through this course, the teacher resident will be able to:

- Demonstrate professional mindsets and behaviors that support a positive and collaborative school culture.
- Manage time and responsibilities effectively to meet the demands of teaching and professional growth.
- Engage productively in professional development opportunities, including school-wide sessions and individual coaching.

- Collaborate respectfully and effectively with colleagues, leaders, and school staff across a variety of roles.
- Apply the Code of Ethics for North Carolina Educators to uphold ethical and professional standards in all aspects of practice.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the course assessment on the North Carolina Teacher Code of Ethics

SS201: Effective School Communication

Strong communication is essential to effective teaching and professional collaboration. Teachers interact daily with colleagues, students, and families, and the ability to communicate clearly, respectfully, and purposefully has a direct impact on classroom culture, student learning, and school-wide success.

This course equips teacher residents with foundational communication skills that support their development as classroom leaders. Residents will explore how to build strong relationships through giving and receiving feedback, navigating professional conversations, and fostering trust with students and families. The course also addresses how nonverbal communication—such as classroom aesthetics and visual design—shapes student experience and learning.

Each lesson is designed to build confidence and intentionality in both verbal and nonverbal communication. Through practice and reflection, residents will develop the mindsets and tools necessary to lead with clarity, empathy, and professionalism in any school context.

This course requires 10 hours of coursework and 2 hours of performance tasks, including submitting artifacts and an instructional commentary.

Learning Objectives

Through this course, the teacher resident will be able to:

- Demonstrate effective mindsets for giving and receiving feedback that promote trust, growth, and collaboration.
- Communicate professionally and constructively with colleagues, including during feedback conversations and team planning.
- Build positive, respectful relationships with students through clear, consistent, and student-centered communication.
- Engage families as partners in student learning through culturally responsive and proactive communication strategies.
- Apply principles of visual and environmental communication to create a welcoming, organized, and instructionally supportive classroom space.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the end of course performance task

EDUCATION THEORY COURSES

ET101: Theories of Early Childhood Development
**Required for teacher residents in the elementary pathway*

Early childhood is a critical period for a child's cognitive, language, social, and emotional development. During these formative years, young learners begin to build the foundation for reading, speaking, writing, and listening—skills that are deeply influenced by their developmental experiences. This course is designed to prepare teacher residents with both the scientific understanding and practical strategies necessary to support the holistic development of young children.

Residents will explore several foundational theories of childhood development, including Piaget's theory of cognitive development, Gardner's theory of multiple intelligences, Erikson's theory of psychosocial development, and Kohlberg's theory of moral development. Through this exploration, residents will examine key concepts, developmental stages, and classroom implications of each theory. The course emphasizes not only theoretical understanding but also the application of developmentally appropriate practices that promote academic growth, social-emotional learning, and character development in early learners.

This course requires 8 hours of coursework and a 1-hour course assessment.

Learning Objectives:
Through this course, the teacher resident will be able to:

- Explain the stages of Piaget's cognitive development theory and apply them to create age-appropriate instructional strategies.
- Identify and differentiate Gardner's multiple intelligences and design activities that support diverse learning strengths in the classroom.
- Describe Erikson's psychosocial stages relevant to early childhood and implement strategies to support healthy emotional and social development.
- Analyze Kohlberg's early stages of moral development and apply techniques to foster empathy, fairness, and responsibility in young learners.
- Synthesize the principles of these developmental theories to inform instructional planning and promote holistic child development.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the course assessment

ET102: Theories of Middle Childhood and Adolescent Development
**Required for teacher residents in the secondary pathway*

As children enter middle childhood and adolescents, they encounter more structured academic settings, increased social complexity, and growing expectations for independence and self-regulation. During this developmental stage, learners experience rapid cognitive growth, begin to form stronger peer relationships, and develop a clearer sense of identity and reasoning. Teachers play a critical role in supporting students through these changes by fostering environments that promote collaboration, purposeful learning, and character development.

This course is designed to prepare teacher residents with the knowledge and skills necessary to support learners in middle childhood and adolescents through a developmental lens. Residents will explore key theories that shape educational practice during this stage, including Erikson's psychosocial theory, Piaget's cognitive development theory, Gardner's multiple intelligences, and Kohlberg's moral development theory. Emphasis will be placed on understanding developmental needs, individual learning differences, and how to create inclusive, supportive classroom environments. Residents will learn to apply developmentally appropriate strategies that enhance student engagement, promote decision-making and encourage character growth.

This course requires 8 hours of coursework and a 1-hour course assessment.

Learning Objectives:
Through this course, the teacher resident will be able to:

- Apply Piaget's stages of cognitive development to plan instruction that fosters critical thinking and problem-solving.
- Identify and differentiate Gardner's multiple intelligences and design activities that support diverse learning strengths in the classroom.
- Analyze Erikson's psychosocial stages related to middle childhood and apply strategies that support identity formation and social belonging.
- Use Kohlberg's stages of moral development to support ethical reasoning and character education in classroom settings.
  Demonstrate the ability to create inclusive learning environments that address developmental differences through diversity, equity, and inclusion practices.

Course Completion Requirements:

- Complete lessons and assignments
- Complete the course assessment

WANT MORE? DO MORE!
TEACHER READINESS PROGRAM

ET201: Theories of Learning

Every learner brings a unique brain, background, and perspective to the classroom, shaping how they acquire and retain information. Effective teaching requires a deep understanding of how people learn in order to design varied, inclusive, and engaging learning experiences. This course introduces teacher residents to major theories of learning that explain the cognitive, social, emotional, linguistic, and physical dimensions of the learning process.

Residents will examine five foundational learning theories—behaviorism, constructivism, social cognitive theory, information processing theory, and humanism. Each theory offers a distinct perspective on how knowledge is acquired and how learning can be optimized for different students. Through critical analysis and practical application, residents will learn to design instruction that promotes meaningful student engagement, supports diverse learning needs, and fosters both academic and cultural growth in the classroom.

This course requires 10 hours of coursework and a 1-hour course assessment.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Apply principles of behaviorism to create structured learning environments that use reinforcement to support desired behaviors and outcomes.
- Integrate social cognitive theory to support observational learning, self-efficacy, and peer interactions t
- Use constructivist approaches to design student-centered learning experiences that build on prior knowledge and promote active engagement.
- Incorporate humanistic principles to support students' emotional well-being, autonomy, and motivation for lifelong learning.
- Incorporate the theory of connectivism to better support students interactions and interpretation of knowledge through networking in a digital landscape

Course Completion Requirements:

- Complete lessons and assignments
- Complete the course assessment